

PROGRAMME SPECIFICATION

1.	Awarding Institution:	The University of Law
2.		

The confidence to apply the knowledge gained on the programme to a variety of case scenarios and real world Business and Management problems;

An in-depth knowledge of Business and Management research methods and research training to equip them with the skills necessary to identify and execute an independent research study;

The student will acquire the competences necessary for:

Leading the development of strategy and managing the implementation of strategic and operational plans locally, nationally and internationally

International leadership and management of the marketing-led organisation.

Management and reward of human capital in organisations.

17. Programme Structure, Levels, Modules and Credits

	Assessment Methods
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The assessment methods have been designed to recognise the differences in learning styles thereby ensuring that they are not biased towards any one learning style. Learners will be assessed in a more practical environment and with a practical application of the theoretical content to real life learning. Students will demonstrate the learning outcomes through a range of different assessments, such as group presentation (formative) and written individual coursework (summative).

Practice and Skills

Map key value creating processes based on customer value, look at issues on partnering, people skills, networking, IT and the new

<p>dynamics and Exercise appropriate enterprise initiative and personal responsibility in a variety of marketing management roles</p> <p>Demonstrate initiative and entrepreneurial originality by being pro- active and autonomous in planning and implementing tasks</p> <p>Plan, organise, and prioritize their time in order to maximise its use</p> <p>Enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality and contribute to business and society at large</p> <p>Build a network of business professionals both through fellow students and the alumni Organisation</p> <p>Clearly identify criteria for success and evaluate his or her own performance against those criteria.</p>	<p>by students. The assessment methods are intended to underpin the learning process. Formative assessment of knowledge and understanding will take place through the regular activities within workshops. These can be in the form of</p> <ul style="list-style-type: none"> workshop group activity, where students consider a case-study, issue, or problem, and report on towards the end of the session in an oral presentation simulations and role-play activities in-class debates communication exercises activities that confirm understanding <p>Other types of formative assessment may take place. Feedback will be given simultaneously and aimed at confirming and assisting students in building their communication, critical thinking and analysis, and problem solving skills.</p> <p>Summative assessments of each module will be one of the following:</p> <ul style="list-style-type: none"> written reports (formative element in the form of lecturer giving guidance on structure and general content) portfolio, where students compile a portfolio of activities, where they have applied critical analysis and assessment on issues/activities provided by the lecturer presentation/poster, where students prepare communication piece responding to a brief, constructing a presentation with annotations for further details. <p>This variety of approaches to assessment supports diversity in learning.</p> <p>All assessment will test the module and programme learning outcomes and will be designed to align with the relevant FHEQ descriptors.</p> <p>For the online version the assessment methods will be the same and administered remotely.</p>
<p>19. Inclusive Considerations</p>	<p>Learning materials (examples, case-studies and other support materials) are sourced from as wide and diverse sources as possible, to reflect the demographics of the student population. Students are actively encouraged to share experiences from their own culture, providing opportunities for comparing and contrasting different behaviours, issues, and solutions. This exposes students to cross-cultural differences and enhances their cultural</p>

